

# NEW YORK

# SCHOOL

## JOURNAL.



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### A BIRD SONG. BY JOSEPHINE POLLARD.

All the birds sing of love,  
Sing as they fly;  
Making melodies above:  
Why shouldn't I?

Some one knows what they say,  
Cares for them, too;  
Joining in their roundelay:  
Why shouldn't I?

Little bird, pure and white,  
Fly—you know where!  
Though no other join your flight,  
Why need you care?

Neats close to her heart,  
Sing, o'er and o'er,  
Songs that will a joy impart—  
Love's troubadour!

### Educational Notes.

PORTLAND has a citizen who has served upon the School Committee over forty years.

In Sweden the proportion of inhabitants who can neither read nor write is one in a thousand. Instruction is obligatory.

An Italian lady, Ross Piazza, has just received a diploma from the University of Padua; and is now honored with the title Professor of Pedagogics of the Normal and High Schools in the Kingdom of Italy.

At the last regular meeting of the New York Educational Society, held April 2, Mr. G. B. Hendrickson, Principal of St. John's School, was elected president; and Mr. W. A. Frost, secretary, for the ensuing year. This is a chartered organization, having for its object the promotion of popular education.

The lady member of the Worcester (Mass.) School Board was permitted at the last meeting to choose her seat before the formal drawing; against the will of one of the Board, who said that he had no desire to do an unkind thing and that he should treat the lady with due respect, but thought she should be governed by the rules of the Board the same as any of its members.

The annual report of the schools of Colorado furnishes the following statistics for 1873: With an estimated population of 120,000, the number of scholars between five and twenty-one is 14,417. Of this number there are enrolled 7,323, and an average attendance of 3,937. The number of teachers is 237, and the average salary of the male teachers is \$62 per month, while that of the female teachers is \$51 per month. Colorado has county superintendents, but does not have compulsory attendance.

The experiment of sewing in the Boston Public Schools generally will probably be tried. Since October sewing has been taught to the 1,200 girls in the Winthrop School, and with great success. Two hours each week are devoted to this study. Each class receives separate instruction suited to its advancement, and consequently all grades of work are carried on, from hemming a pocket handkerchief to cutting out and fitting a dress. In teaching cutting the pattern is drawn upon the blackboard and the several measurements are given, and each girl copies them in her drawing book. Each pupil is allowed to work for herself, and as there are some whose parents are unable to furnish the material, several churches have contributed.

At the recent meeting of the Michigan Teachers' Association, Supt. A. B. Curtis of Michigan, said that in 1873 74 per cent. of Michigan teachers were women, receiving 35 per cent. of all the wages, while 26 per cent. were men, receiving 65 per cent. of the wages. Over a third of rural teachers and no small portion of city teachers are mere boys and girls under twenty, without experience or training, who ought to be studying at school. While numerous institutions are established for the higher education of young men, young women are left too much to private schools, which, being undertaken as a money-making business, are often deficient in apparatus, and

nothing thoroughly done. It is a mistaken idea that persons of limited acquirements are competent to teach children. The primary teachers should possess well-trained intellects, models for unconscious imitation, with a magnetic power to mold the youthful mind. Too many teachers lack special training. It is an anomalous fact that not half of them ever read a book on the subject of teaching; not a fifth ever take an educational journal, and with nineteen-tenths of them it is not made a profession at all, but a makeshift, taken up without preparation and soon abandoned, the average service of teachers being not over three years. This is especially true of principals while studying for another profession, whose best energies are not given to the business, overstocking the supply, which, being greater than the demand, depresses wages, and drives the best talent from the field.

### COMPULSORY EDUCATION IN NEW YORK.

Subjoined we present a certain report of the speech of Hon. Nathan D. Potts, of Suffolk County, on the act entitled "An act to secure to children the benefits of elementary education," delivered in the Assembly on Tuesday, March 24:

Mr. CHAIRMAN.—The expediency and wisdom of passing a law by which parents should be compelled to send their children to school has been agitating the public mind for years. Much has been spoken and more written on this subject, until to-day there seems to be a pressing demand for the passage of the act now under consideration. The question of compulsory education is one, in my judgment, of vital importance, not only to the State of New York, but to the nation at large. I believe that the future growth, prosperity, development and glory of this republic depend on the intelligence of its people. Notwithstanding our land to-day is dotted with colleges, with seminaries, with academies and school-houses of almost every name and description, notwithstanding their doors are open for the enlightenment and instruction of our people, many of our citizens, replete to the duty they owe to their families, disregarding the solemn obligations resting upon them as parents, yes! neglecting to their children, to society and to God, negligently suffer their little ones to grow up to manhood and womanhood uneducated and unenlightened.

Sir, I tell you, and I tell the members of this House, that ignorance prevails to-day in this land to an alarming extent. The per cent. of those who cannot read of the population of the State of New York over the age of ten years is 4.83.

The number of voters in the State of New York, according to statistics, is 840,000. It is thus shown that in the State of New York—the Empire State—there are over 40,000 voters living within its borders who cannot read the ballots they cast. And, sir, as has already been stated on the floor of this House, the United States Commissioner of Education informs us in his report of 1872, that over 17 per cent. of the male adults of this country, who are essentially all voters, are illiterate. The number of voters in the United States is estimated to be 7,500,000. We thus see, from the per cent. already named, already given, that there are living to-day within the United States, over one million of voters who cannot read the ballots placed in their hands.

Every member on the floor of this House knows that ignorance is a fruitful source of crime, corruption and moral degradation.

Go with me and examine the records of our courts, our jails, our prisons, our almshouses and our lunatic asylums, and what is the statistical information given by those records? It is that a large majority of the criminals, paupers and lunatics confined in those institutions are illiterate persons; and the tax-payers of this State are compelled to contribute, from year to year, for the support and maintenance of these very institutions.

In 1870 it cost this State, for the support of its 26,152 paupers, \$2,061,785, or nearly one-third as great as the cost of the public school education of her 719,181 pupils.

Every year it costs the people \$1,500,000 more to confine and punish the criminals of the State of New York than it would to educate them.

Every year there is paid from the State treasury, for the support of criminals and paupers, money enough to educate 400,000 pupils.

Statistics further show that, of the male adults, one in seven in the United States, and one in twenty of the male adults in the State of New York, cannot read the laws he makes, or the laws for or against which he is expected to carry his vote.

It is a fact that cannot be successfully controverted, that the ignorance existing in our midst is corrupting the morals of many of our people, and antagonistic to every principle of a free government.

I declare to you, sir, and to this House, that you can view this matter in any light you please: ignorance and its attendant and resulting evils are to-day impairing and clogging the growth and development of the State and nation, and is slowly, but surely, sapping the very foundation of this republic.

In the six New England States of our own country, only even per cent. of the inhabitants above the age of ten years can neither read nor write, yet eighty per cent. of the crime in these States is committed by this small minority. In New York and Pennsylvania an ignorant person commits, on the average, seven times the number of crimes that the educated one does.

In vindication of this fact, we are not alone confined to our own country for evidence and proof. In France, from 1867 to 1869, one-half the inhabitants could neither read nor write, and this one-half furnished ninety-five per cent. of the persons arrested for crime, and eighty-seven per cent. of those convicted.

Mr. Chairman, if this be so, what should be done? We could pass this act that we have before us. We live in a government where the people have a right, as we say, to make their own laws, and how, I ask, can those laws be made in the interest of good government, how can those laws be made in the interest of society, unless the people who make those laws are educated? Educate the people and the nation is safe; enlighten and instruct the masses and a Republican government will be triumphant. Then, and not till then, can the American people, amid their glory, intelligence and virtue—blessings of education—demonstrate to the nations of the Old World that which never was recorded in history's page, the enduring success of a Republican form of government.

Need I stop at this time and argue further the question whether the ignorance existing in our land to-day is corrupting the morals of many of our people; that it is subversive of every principle of the republic; that it is antagonistic to every principle of liberty? I tell you that it is a fact that is rarely recognized by the people of this State, that ignorance existing in our midst is giving incentives to crime, and is the father and the mother of debauchery, intemperance and moral degradation.

Now, if this be true, if it be true that ignorance is existing to such an extent in our land, if it be true that ignorance is corrupting the morals of our people, what is our clear duty as legislators? What should we do, representing the different constituencies in this State, legalizing in their behalf and for the interests of the people of the State of New York? Why, sir, it is our duty, if lawful and right, to provide a remedy. It is our duty to remove the cause of this ignorance, and to save the people and the worthy men and women, that they may be ornaments to society and to the world.

I say if it is right, then it is our duty to pass this bill. Let the members of this House be it right for us to interfere between parent and child? Is it right to say to the father, or to the mother, or to the guardian, that you shall send these children to school?

Mr. Chairman, if the statements that we have made are true and I don't think they can be denied, that ignorance is existing in our land, that we, as a State and nation are to-day feeling its baneful effects, then I say that it is our clear duty not only to interfere, but it is the duty of the Legislature of the State of New York to so interfere, as to pass this act now under consideration.

Every lawyer on the floor of this House knows, on the question of interference, that we compel the taxpayers of the State of

New York to support our common schools.

We compel the parent to support the child, and we compel the child to support the parent when the parent is unable to do so.

We levy these taxes for the support of these common schools, and I contend that the taxpayers of this State have a right to demand that the children of our citizens

should be educated. They pay their money

for the education and enlightenment of

these children, and their education is the

only consideration that they can receive for

the taxes that they pay for educational purposes. Sir, they have a right to demand this as a protection to their life, their property and to their liberty.

If it be true that the stability and perpetuity of government and society depend upon the intelligence and the virtue of the people, why may we not compel parents to educate their children by enacting this law? This government has a right to foster its own vitality and institutions, and society is bound to protect itself whenever the need of such protection shall be shown. The rights of the child are also to be taken into consideration. It has a natural right to demand of the parent the advantages of our schools, and unless conferred, this great State, from the intimate and close relation it bears to its people and the people to its government, should protect the child and itself by compelling its education.

I trust, Mr. Chairman, that this bill will pass. Its provisions are wise, its provisions are just. It is useless for me here to occupy the time and attention of this House by saying that education will give us good laws; that it will give us good government; that it will give us good society; that it will prevent pauperism and crime; and will throw around our liberty and freedom a bulwark as firm and enduring as the foundations of the everlasting hills. That is patent on its face, and every member knows who lives in an educated community that the blessings of education as they relate to society and to government, are the very secrets of their growth, stability and success.

Another ballot resulted as follows:

McKean, 15; Gilmour, 23; Herring, 13;

Keyes, 11; Stanton, 15; Johnson, 1; H. W. Seymour, 1.

The fourth ballot stood: Gilmour, 29;

McKean, 12; Herring, 14; Stanton, 15;

Keyes, 9; Johnson, 1.

The next ballot was confined to the three highest with this result: Gilmour, 42;

Stanton, 23; Herring, 15.

On motion of Mr. Lincoln, Mr. Gilmour's nomination was made unanimous.

The Democrats of both Houses met in the Senate Chamber and nominated Abram B. Weaver, the present incumbent, by acclamation.—*Associated Press.*

### THE NEW YORK STATE SUPERINTENDENT.

ALBANY, April 6.—The Republicans of both Houses met in joint caucus in the Assembly Chamber this evening to nominate a candidate of Public Instruction. The first or informal ballot stood as follows:

Jonathan Tenny, of Tioga, 9; Oliver Morehouse, of Orleans, 4; Addison A.

Keyes, of Albany, 11; Alf. Johnson, of Rensselaer, 3; Daniel E. Whitmore, of Cortland, 4; Wm. Herring, of New York, 12; Nehemiah P. Stanton, of New York, 6; Samuel McLean, of Albany, 17; Niel Gilmour, of Saratoga, 14.

A formal ballot was then taken with this result:

McKean, 16; Gilmour, 20; Herring, 11;

Keyes, 12; Tenny, 5; Stanton, 14; Johnson, 2.

Another ballot resulted as follows:

McKean, 15; Gilmour, 23; Herring, 13;

Keyes, 11; Stanton, 15; Johnson, 1; H. W. Seymour, 1.

The fourth ballot stood: Gilmour, 29;

McKean, 12; Herring, 14; Stanton, 15;

Keyes, 9; Johnson, 1.

The next ballot was confined to the five highest, and it stood: Gilmour, 38; Stanton, 23; Herring, 17; McKean, 8; J. Tenney, 10.

The next ballot was confined to the three highest with this result: Gilmour, 42; Stanton, 23; Herring, 15.

On motion of Mr. Lincoln, Mr. Gilmour's nomination was made unanimous.

The Democrats of both Houses met in the Senate Chamber and nominated Abram B. Weaver, the present incumbent, by acclamation.—*Associated Press.*

### SCHOOL-ROOM VENTILATION.

The citation of cases by Dr. Endemann shows the flagrant neglect which must characterize the sanitary regulations of the public schools in New York; and it is not unfair to presume that rigid examinations by experts in schools elsewhere would disclose similarly startling results. Despite the frequent casualties due to imperfect ventilation, our progress in learning that a constant supply of pure, fresh air is necessary to our health and comfort seems to be very slow. It is not necessary that a teacher be sufficiently skilled in the use of chemical appliances to be able to analyze the proportions of oxygen, nitrogen, carbonic-acid, and other gases in the air which his pupils are breathing. It is enough for him to know when there is too much carbonic-acid gas in the room: he may determine this by exposing a little lime-water in an open vessel below the level of the pupils' heads; when the lime-water begins to thicken and look like milk fresh air should be admitted to the room, and a fresh supply of lime-water put into the basin to be ready to give another timely warning. But let him not run into the other extreme, equally disastrous, of introducing too much cold air. Influenza and pneumonia are foes as much to be dreaded as asphyxia. Care and observation will teach in a little time what is proper ventilation. (From April "Home and School," Louisville, Ky.)

### THE COST OF KISSING A SCHOOL TEACHER.

An interesting suit for damages has just been tried in the Circuit Court held at Baraboo, Sauk county, Wis. The title of the case was Helen Crager vs. the Chicago and Northwestern Railroad Company. The facts are substantially as follows: The plaintiff, who is a good-looking, interesting young lady, twenty-one years of age, and a school teacher, on the 6th of March, 1873, bought a ticket of the company's ticket agent at Reddsburg for Baraboo, and took a seat in a passenger car attached to a mixed train. When within a few miles of her destination, the plaintiff, being at the time alone with the conductor (the only other passenger and an employee of the company having left the car), was caressed and kissed by the conductor. There being nothing in the lady's manner to induce such familiarity, the ticket-puncher was soon after the occurrence arrested upon a charge of assault and battery. He pleaded guilty, was fined \$25 by the justice, and discharged by the company. The Court ruled, as a matter of law, that the company was liable for the plaintiff, for actual damage occasioned by the wrongful act of the conductor. The case was well argued and submitted to the jury, who returned a verdict for the plaintiff, and assessed her damages at \$1,000.

## Vox Populi.

## A CHAPTER ON CHARITY.

NEW YORK, April 5, 1874.

**Mr. Editor**—“Charity covers a multitude of sins,” are words of wisdom. Every day we find some proof that it must be so, since the various methods in which different people evince what they call charity are so numerous and various.

Yet it need not matter what motive may influence an act so long as the act itself is productive of good. To one interested in the study of human nature these peculiar phases of character afford much food for thought and contemplation, and bring to mind very forcibly the fact that the world is not near so funny as the people in it. One man will contribute his hundreds to charity, knowing that he will receive worldly notice in proportion, and refuse a beggar the price of a cracker; he has no time for such insignificant charity. Another with a thoughtful head and tender conscience seeks in unobtrusive alms-giving to ease his heart, purchase immunity for wrong-doing and at the same time paves his way to the road that leads to heaven. The believer and the infidel have the same end in view in the exercise of that greatest of all virtues. The former because of his faith and hope in the reward of well-doing, the latter from a desire to have a bulwark of strength to rest upon in the day when it might come home to him, that it were better to have believed. When the distress of the poor was greatest, a woman who had seen better days, solicited aid for herself and starving children, from her sunshine friends; all gave freely what they could, one better than the many to give liberally gave a mere trifles and was asked why she did so, her reply was characteristic, “I never liked her.” What a shallow argument for unkindness in such a strain! ‘Tis said, through the fire of suffering and tribulation the soul becomes purified; I could not but think what a good hot oven it will require to purify such a soul.

Another instance equally wanting in the spirit is the *charity peddler*, who makes use of the time, talents and money of others in the name of charity, and in due time has it blazoned to all the world. Mrs. Smith’s liberal donation (of other people’s money) does great credit to her largeness of heart, etc., and Mrs. Smith wins what she so much desires and so little merits—the world’s applause for a goodness that nobody vouches for but herself.

Thank heaven there are some souls incapable of trading upon other people’s merits. Some whose greatest joy is in giving, who neither desire nor ask a return; for them shall be written in golden letters at the portals of heaven—“Ye may enter here.” H. R. P., Eleventh Ward.

## REMINISCENCES OF A DEBUTANTE.

Never, my readers, until memory shall cease to live, will I forget my experience on that important occasion. I am prompted to this confession by the hope that I may find somewhere among you all at least one sympathetic soul. If any of you on a similar occasion, possessing a share of talent—not extraordinary, yet sufficient to entitle you to at least some claim to notice—may have undergone the same peculiar tortures of mind and body, and have been so favored by the gods as to outlive their memory, accept my kind invitation to attend a rehearsal of the aforesaid horrors. Come, tread with me gently over a labyrinth of past events, and take, not a glimpse, but a long and steady gaze at yourselves as you stood before the foot-lights. Let your imaginative faculties be of service to you. Recall every little detail which added to your discomfiture; then, if your tongue is at all able to perform its functions, let me know if you haven’t a fierce desire to quit this sphere for one where—I never heard to the contrary—you can no longer be troubled by either a stage or an audience? The fact that I live to relate this is one of those mysteries into which I’ll not venture to make any deep research. I spent a great deal of time and labor on the part I had to perform; and, owing to a great lack of confidence and a peculiarly unfortunate manner, I was advised by some friends to secure a mock audience in my own room at home, so as to gain the confidence I so sadly lacked. Accordingly, I invited some ladies and gentlemen, and sprinkled among them some boys I knew in the neighborhood, averaging from ten to fourteen years, who patronized the different theatres extensively. I felt that their criticisms would be of valuable service to me. Readers, I had a “full house.” The part assigned me was an aria from a favorite opera. I made my appearance from a side room with music in hand, and tried to convince myself that I was about to sing before the audience. I succeeded in this so admirably that I came out before the folks almost tottering. A fierce trembling took possession of my fingers, so as to cause the notes to dance some curious figures before my eyes. I was dimly conscious that it was time to bow, and the attempt I made proved too much for the artistic appreciation of one of the aforesaid theatre-goers, whose opinion of the performance, given in a tone sufficiently audible to reach my sensitive ears, acted as a “crusher,” and I mentally resolved at that moment to “give up the ghost.” I essayed to sing a few notes, and my own voice terrified me; I failed to recognize its tones. (Another “crusher” from a youthful critic.) I fully expected to be “carried out” before I reached the *finale*; but I was

denied the pleasure (!). I managed to get through, but failed to elicit anything more than the silent approbation of my audience (the younger portion). My friends, warmly solicitous about me, gave me all the encouragement in their power, and assured me that I should succeed despite all this. I shall never forget their sweet sympathy, which proved of so much assistance to me in the coming conflict. Armed with this, and a fierce determination to succeed in the face of every obstacle, constitutional or otherwise, I reached the goal for which I had so long labored and suffered, successfully. Since this event I’ve made my third appearance before an audience, and, thanks to Providence, have met with the utmost success. And still more have I to be thankful for the power given me to control that weak sensation which makes one feel as though to be borne upon the stage would be sweetly preferable to the exertion of walking. I can’t help thinking how “lovely” everything would have been if I only could have made my second appearance *first*. At all events, I’ve attained at last the self-possession which I had so long hoped for, and feared could never be mine, and think I can safely say that I am radically cured of those terrible feelings which characterized my first appearance.

S. (G. S. No. 23.)

## A CASE FOR COMMISERATION.

Dear School Journal:

I am in trouble once more, and being only a woman, don’t know that I shall ever be out of trouble. I come to you as a man that don’t have any, and am of course willing to help them out a little, and yet I don’t know after all as you can help me much. But its good to talk out in meetin’ sometimes. So have patience with me.

In page 50 of Superintendent’s report, which my principal has just lent me to read, Mr. H. has these words: “As the by-law directs, the manual has been my guide throughout these examinations. I have generally found it to be in or on the teacher’s desk, though in some instances the statement that it had been left at home seemed sufficiently to explain certain obvious imperfections in the teaching of the class.” Now he means me. I know it is meant for me. You ought to have seen how he looked at me when I told him my manual was at home. His smiles all left his face, and he grew just real cross, to perfectly plain about it. Nothing seemed to suit him—my class was marked low, and I went home to have a good two hours’ crying spell over it, as though that could do me any good.

It is quite true the manual was not on my desk. I had left it at home, where I had been trying to study it very hard. Of course you know what the manual is. The superintendents got it up among them. My brother calls it a sort of revised statute—my aunt says it is something like the “whole duty of man.” A sailor would, I suppose, call it a chart. Anyhow it’s something for the teachers to go by; although how we ever got along without it for years and years, I don’t see at all. How, for instance, did the superintendents themselves get to know all they do without a manual? Can you answer me this, Mr. Stout? Well, any way they have written this manual. I find no fault with it. Mr. H. is naturally very proud of it. He says he is. But why didn’t he add a piece at the end of the book, warning every teacher against having it away from her desk for one minute. Why didn’t he say, in some way or other, it would hurt his feelings, if he did not see it on the desk, and that no one could get “Excellent” unless the green book was in plain sight. I spoke to my principal after examination about my poor mark, and told her Mr. H. had asked for the manual. “Served you right,” said she, “don’t you know better than to be without the manual when the superintendent is round?” That was all the comfort I got from the principal. It was of no use to tell her that my manual was well nigh dog-eared and worn out with my search after the wisdom in its pages—that I searched it more, I am ashamed to say, than the Scriptures or my Prayer Book. I didn’t have it on my desk on it, and, therefore, my class was a failure, and I was a fool.

Mary B., who cannot teach half as well as I can, who comes to me after school for advice how to manage and teach her girls—who keeps me sometimes an hour or more in the fidgets—Mary B., I say, of the same grade with me, just because she had her manual on the desk open when he came in, with marks along the pages—she gets her “Excellent” in physiology, very meanly too, because she borrowed my bones, that were charred, and all the pieces of my skeleton, and never has one of her own bones to show her children, and never burns nor chars them either. This, I suppose, sounds as though I was angry, but I’m not, although you must allow it was very mean of Mary B.

I used to sing, “They’re hanging men and women for the wearing of the green.” I shall change my song—it ought to be, “They are praising all young women for the using of the green”—the manual is bound in green, you know. Next time Mr. H. comes round, not merely one copy shall meet his eye, but two or three. It shall be the first book his eye falls on and the last. If the sight of the manual is what he wants, he shall have it. There’s nothing like fooling a man to the top of his bent, even if he is a superintendent. I must have my marks at examination, and I shall be a fool if hereafter I don’t profit by the plain language of Mr. H.’s report. All my savings shall for a month or two go for manuals. No more gloves or candy until I have a full supply.

A FIFTEENTH WARD TEACHER.

## PEDAGOGES AND PEANUTS.

Owl’s Nest, April 4, 1874.

**Mr. Editor**—After that bad dream of mine I didn’t know as you would ever hear from me again. If any one hoped that nightmare was Saxon’s last, he will see by the time he has read this far that he hoped against fate. If any one prayed that Saxon, like hard times, might “come again no more,” he will now see either that he lacked faith, or did not pray in the line of Providence. We never know what is before us. [I have heard this remark before, and do not claim it as mine.] I never felt the full force of this till yesterday, when I thought I saw before me a peanut-stand. It was a peanut-stand. Nothing strange about that. A peanut-stand may be before any New York teacher. The thing that took me all aback was that the tall, stare-looking man who stood behind that stand was no other than my old friend Smike, once a fellow-teacher, who went into one of the city schools about the time I had earned money enough in the same line to start the Owl’s Nest. That was years ago. From a teacher in the famous New York schools to the tender of a peanut-stand! Shade of Roger Ascham, what a come down! I could not turn away my face and spare the poor fellow’s feelings. He had already caught my eye. I supposed I should see a blushing mount to the very roots of his thin, light hair, and hear him stammer out something in a way which would show that he felt how low he had fallen. Not a bit of it. With one hand he swung into its place his oven from which he had just poured a new supply of “fresh roasted,” and stretching out the other to me, said in an off-and-on manly voice,

“Excuse my interrupting you,” said Skittles, with a child-like look.

“Well, no, he didn’t,” Smike went on; “he said something about going back on his own marks; but if he meant fair play, I don’t see why there need have been any hitch about it, for his impression turned out right, all the better for him and the worse for me; but had he found that he had made a mistake, it would have been far more to his honor to rectify it than to stick to it. There’s nothing lost in the long run by doing justice.”

If you mean the long run on the other side of Jordan, I think you’re right,” said Skittles; “but if you mean the run on this side of the Hudson, it’s an open question.”

“I did not stand out long on this,” continued Smike, “for I found it was no use. I went to work again, as usual, thinking Time would make it all right.”

“Hold up, Skittles, till Smike gets through,” said I; “I want to hear the end of this.”

“About three weeks after this,” Smike went on, “the Superintendent came round. As luck would have it he examined the class in the same way, that is, he felt of it and got an impression. His impression was just like my Principal’s impression. Then I was in for it. I might have stood up against one, but when each knocked me down with the other’s club it was no use. I found out afterward that in some way the Superintendent, by accident I suppose, had been impressed by the Principal before he came in to be impressed by the class.”

“You must be wrong there,” Smike, said I. “It is the duty both of the Principal and the Superintendent to know nothing of the other’s verdict till each has made up and recorded his own. It would be an odd principle in law to put upon a jury a man whose mind is already biased. If a Superintendent is to take a Principal’s verdict for his guide, I don’t see the use in having so many superintendents, whose business I have supposed it to be to fix by a fair trial each teacher’s standing for the year. If their verdict is not free from all bias we might as well put the work entirely into the hands of the Principals. No, no, Smike, you must be wrong there.”

“Now, Saxon, you hold up,” said Skittles. “I want to hear the end of this. Go on, Smike. Never mind Saxon; he’s always wordy.”

“Well,” continued Smike, “it was not long before I was invited to a little party of two, including myself, and asked to show cause why in the two examinations spoken of my class had shown no better results. I gave several reasons for my low mark. I thought them very good reasons, but the other gentleman couldn’t see it. I thought that very strange when I could see it plain myself.”

“You ‘argued’ the case, did you?” said Skittles.

“Yes,” said Smike; “we ‘argued’ the case, and the more we argued the more we didn’t agree.” I contended that my class would at that moment show as good results as Brown’s, and I made the gentleman that is, to put my class against Brown’s and run the risk of getting disgraced.”

“Of course he took up with the offer,” said Skittles, with that same child-like look.

“Or did he, too, say something about going back on a record already made?”

“Well, no; he did neither,” said Smike. “For some reason we could come to no understanding about the matter, and so we parted to meet again only after I had had two more impressional examinations. These lifted me quite out of my boots and planted me on this corner where you now see me.”

“But,” said I, “suppose you had had a fair, definite, written examination every time, would you have come out any better?”

“Saxon,” said Smike; “I never thought myself an A1 teacher; and about that time the whole top of our school having shot up too fast was very shaky, but if Brown and I had been examined as I proposed, either I should have been with him in school or one more man would have been selling peanuts. For my own satisfaction I took the pains to find out through Brown’s kindness and manhood just how our class stood relatively. The result is in black and white, and shows that from some cause *reveres* justice was not done me. It is not that I am out that I complain, but that I am out by such a process. Besides, it is rather lonesome to go out in this way when I might have had so much company. But time will put things all right.”

“There you are overloading Old Time again,” said Skittles.

“Then let Old Eternity have the job, if that suits you any better,” said Smike.

“Now, Smike,” said Skittles, “as long as we have to live in Gotham, where rent is high, clothes dear and butter fifty cents a

pound, and not always bald-headed at that, I think it is just as well to give Old Time a little help till we go over into kingdom come, where we shall need none of these high-priced articles, and where we can get into the grandest of operas without a green-back.”

“I’m not going to quarrel with you, Skittles, but I have an impression that eternity just stretches right down here to my peanut stand,” said Smike, making his speech more pointed by his long forefinger.

“Impressions are not to be trusted,” said Skittles. “You may be right. It may be that it takes in Gotham’s famous schools. But that is a great moral question, Smike. Come, Saxon, it’s time to go. There’s a whole flock of customers for you, Smike, in went on, as a dozen school-boys showed themselves. “By the way, I have a little matter of business to talk over with you, and will call round after school.”

We had just turned the first corner which took us out of sight of Smike, when we came upon another flock of boys on their way to school. Skittles stopped them. “Do you like peanuts, boys?” said Skittles.

“Yes, sir,” “You bet,” “Bully,” and like expressions came from their open throats.

“Then, if you’ll buy of that man round the corner, I’ll treat you to a pint apiece all round.”

“Agreed! agreed!”

“Here’s a dollar. Now, where’s the boy that will do the fair thing?”

“Give it to Johnny Stubbs; he’s square as a brick.” “Yes, mister, give it to Johnny Stubbs; he’ll see fair play.”

“Here, Johnny Stubbs,” said Skittles, as the sturdy little urchin came forward and took the money. “You ought to be as proud of this distinction of your fellow-pupils as a School Trustee when he is made the happy recipient of \$10 worth of Nature’s choicest treasures in the form of a basket of flowers on reception day. Johnny Stubbs, an honest man is the noblest work of the All-creating Power.”

Johnny could count one on the green-back, and think at once of the number of pints it would buy, but the speech that went with it swamped him.

If some teacher was not sick of the sight of peanuts for that day, it was not the fault of Skittles.

As soon as we were again on our way, I asked Skittles what he meant by an impressional examination being my best friend? He said it was only a joke, but I can’t see the point of it. Personally, I am in favor of the impressional examination. I think more can be done with it than with the other kind. I was talking to Miss Eglington about it only the other day, and she thinks there’s nothing like it. “My class is always examined in that way,” said she, “and is always marked ‘Excellent.’”

I find that Smike has some notions of his own about examinations; and as he has plenty of time for it now, since he has gone into the peanut business, I must get him to write them out. Yes, yes; that’s just the time. I’ll pay him for his manuscript, and then sell it at a very slight advance to the editor of the SCHOOL JOURNAL.

Mr. Editor: If some of my sentences seem a little queer to your printer, pray tell him so; not to tinker them; they are jokes. By the way, I think he did not do so well on my last letter as usual. Now, “Dan D. Lion” can better afford to have blunder made in the printing than I can. So I next time you’ll give my letter to an old hand and “Dan’s” to the apprentice, I shall be much obliged to you.

Yours, JOHN W. SAXON.

## POISONED CANDY vs. SAVINGS BANKS.

To the Editor of the School Journal:

Sir—I am a teacher in one of the Grammar Schools of this city, and having been engaged in teaching for more than a quarter of a century, anything that relates to Education of course interests me very much indeed. Consequently I have noticed with regret some of the evils which have lately attracted the attention of the public.

One of them is, I see, the facility offered to children for buying bad candy and stale cakes, and making themselves sick. Though any kind of candy may be very injurious to health as a general thing, still I do not think that the very small quantity of candy a child can buy for a penny can do much harm. Suppose the old woman who is trying to eke out a miserable living by selling for a few pence of the poisonous compound as Mr. Leseur calls it, is kept out of the way of public schools, are there not numbers of candy stores in all the streets along which children have to pass on their way to school where they can go in and buy exactly the same kind of stuff?

Mr. Leseur is certainly a very wise man to propose that a poor child who has no money to spend (and such a pleasure it is for a child to do so) should deposit it in a bank so as to find himself rich some day or other. Perhaps Mr. Leseur got rich by scraping a penny after penny, meanwhile depriving himself of every kind of enjoyment; but does Mr. Leseur think that poor children never should have any pleasure? And suppose a father or mother gives his or her child a penny to spend as he likes, must the child be made a miser by being forced to put it in a bank and have the interests accumulate? Again, why should the poor old woman who is trying to make a living by selling cake and candy, be called a *vampire*? Does she really sell such a large quantity of the unwholesome trash for a penny to make so injurious? And suppose she should be admitted within the doors of a public school building, but be left to freeze in the treat for the sake of keeping body and soul together her poor honest many miserable.

Now, I propose that the *Skittles* be not to very plain candy, snap, etc. in the v-

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NATION CREDIT ASSOC Poor We a with its met its address cured, their about writer h no little tile flinting and the among the bad deli attention must have triumph masterful learning writes the essay. is often rarely a broader tag through journeys can afford the result lamp for

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soul together by selling for a few pennies of her poor goods, who has a right to deprive her of her trade as long as she carries it on honestly? Can she not establish herself, as many others, in the street and carry on her miserable little business there?

Now as I do not wish children to be injured, and much less poisoned, this is what I propose:

1st. That the old woman should be told not to sell anything to the children but very plain candy, such as lemon and cream candy, and very plain cake, such as ginger snaps, etc., else that she will not be allowed in the vicinity of the public schools.

2d. Let mothers provide their children with a good luncheon to take to school, and let them not give them any money at all, so that the poor old woman, finding that she cannot sell her candy, will take herself away from her own accord, and the children will not be tempted any more.

The evil of having public schools surrounded by dens of immorality, from the windows of which the children can see the most shocking, revolting sights, is much more serious than eating bad candy, the poisoning of the soul being so much more serious than the poisoning of the body; and I should think that parents would leave no stone unturned until they have uprooted that evil; I should think that, before calling a poor old woman a vampire for selling unwholesome candy, they would try to remove out of the sight of their maidens and their youths the hundreds of vampires who suck the blood of morality of their sons and their daughters.

A FRIEND OF CHILDREN, AND OF POOR OLD WOMEN.

### Our Book Table.

NATIONAL EDUCATIONAL ASSOCIATION PROCEEDINGS FOR 1873. Published by the Association—price, \$1.50. S. H. White, Peoria, Ill.

We are sorry to see by the circular sent with this book that the purchases have not met its expense. We therefore give the address and price at which it may be procured, hoping that our subscribers will do their share to relieve themselves of this *objection*. The meetings of teachers—the writer has attended many—bring out, with no little nonsense and sometimes some little flirting, some of the very best thought and the very best work of the thinkers among the teachers. At one of these meetings the writer heard from a teacher whose bad delivery failed to secure any present attention, and whose oddities of manner must have made any success in teaching a triumph of the man over his externals, a masterful analysis of the advantages of book

learning, and be ~~un~~ reads, perhaps writes things that seem mere echoes—essay. The State or National Anniversary is often an apparent failure, except for the mere creation of united feeling—but is rarely a failure in giving new ideas and a broader basis of thought. This last advantage is within the reach of everybody through the press. Few can afford the journey and the week of attendance; most can afford the \$1.50 or \$2.00 which gives the result of study which smells of the lamp for study by the lamp.

The book at the head of this review is exceptionally good. There is a careful statement of the case of the "Japanese Indemnity" by Edward Shippin, whose lame ness has not hindered his being the foremost friend of schools in Pennsylvania. Dr. McCosh, who has dug up the drest of theological schools from the sands of New Jersey and breathed into it the breath of power, not only discusses upper schools, not quite to our liking, but gives a clear and succinct story of the *Gymnasium* and *Real Schulen* of Germany both in their statistics and in their philosophy, and contrasts them as nearly as possible with our own schools. Richard Edwards, of Illinois, gives a strong argument for the extension of the Public School system to every branch of education, including those generally conceded to belong to the university alone. Mr. Atherton, of Rutgers, points out that education must be made national and ignorance sectional. Charles W. Elliott, of Harvard, thinks a national university wrong, and convinces us it, not he, is right. Mr. Gibbs tells of education in Florida, and Edward S. Joyner defends lustily the study of language and the classics. W. P. Atkinson, of Boston, presents an elegant essay on the higher education, worth most careful study.

We must pass over the rest with mere mention. Richard Edwards, of Illinois, on the Duties and Dangers of Normal Schools; John W. Dickinson, of Massachusetts, on Elementary and Scientific Knowledge; J. C. Greenough on the Massachusetts Normal School; Miss D. A. Lathrop, of Ohio, on its Training School; Mr. Buckham, of this State, on the Relative Use to the Teachers of Learning and Sys-

tem in their Work; George S. Farnsworth and Dr. Edwin Leigh, of New York, on Elementary Reading; Henry F. Harrington, of Massachusetts, who puts forward an earnest plea for the spiritual side of the child; John W. Dickinson, of Massachusetts, who tells what the Kindergarten is; A. J. Rickoff, of Ohio, who talks sense both about school hours and school houses; J. H. Binford, of Virginia, whose paper on School Boards has more than a local application; W. G. Eliot, of Missouri, who tells of the progress and needs of the higher education west of the Mississippi; and Wm. M. Bryant on Leigh's Method of Teaching Reading. These are the formal papers, but the discussions are fully as interesting as the papers themselves.

We have little room for quotation, and the detaching of sentences is always unfair. Almost at random we quote from

Dr. Reed, of Missouri—"I have no sympathy with the idea that you are to divide education—making one part for the poor and another for the rich. I would make it all by a public system, free as the air we breathe—the common inheritance and birthright of the American citizen. But the simple fact is you cannot divide it—the lower will not exist without the higher."

G. W. Atherton—"They (the agricultural colleges) are colleges founded under the act of Congress for the purpose of bringing a good scientific and liberal education within reach of the graduates of the public schools. They are designed \*\*\* to teach such branches of learning as are related to agriculture and the mechanics in, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life." The name "Agricultural College" is therefore misleading, though it is convenient and in popular use. But every one must see at a glance that the question of the usefulness of these institutions has very little if anything to do with the question how many of their graduates become farmers."

Dr. McCosh—"We want schools such that there shall be no poor boy in the country who shall not have within a few miles of him such a school as will enable him to go to the highest place."

J. P. Wickensham, Pa.—"It is said that the system on which our common schools are based, is a police arrangement to prevent crime, and so the common school is justified. That is but part of the purpose \*\*\* Any reasoning that justifies common schools

in high schools. Common schools increase a nation's wealth; so do high schools as well. Common schools are needed to make good citizens; is not that the object of the high schools, and colleges? There is no danger that the State in doing good will collide with others in doing good."

Mr. Brown, of La.—"We pay all teachers alike in primary and secondary departments. Louisiana white people are entering into the common school feeling faster than they are in any other State. I believe

I love Louisiana, and feel as much Southern as anybody down there. There are colored and white children in the same school in New Orleans. This school has a staff of twelve teachers, all white. It is the best school in Louisiana, and the pride of the board. We have not forced colored children into white schools. The laws forbid, but Gen. Beauregard says they must be mixed. What can I, a colored teacher, do but mix them? A majority of our 400 teachers are white. They are at my office forty or fifty at a time, and pay all deference any officer can expect. There is no jar."

And for our last quotation we put Superintendent Harrington's statement of the problem of religious education.

"The ultimate of his (the child's) education may be the fullest possible culture and development of his powers. And this ultimate has an immense following in our own land, made up of three distinct and in part antagonistic elements; first, those whose

idea of education, as a conservative force

in the republic, is limited to intellectual development; second, those who believe far

more than this, but in view of sectarian

jealousies are willing to compromise by

drawing a sharp distinction between religious and secular instruction, and limiting

the public schools to the latter; third, those

who hate everything which can be classed

under the head of religion and would there

fore exile any training of the spiritual na

ture from the public schools."

The first treaty ever signed in both the Russian and English languages was signed at St. Petersburg recently, this being a declaration giving American manufacturers the protection of trade marks in that coun

### THE RELATIONS OF THE CITY COLLEGE TO THE CITY FINANCES.

Kedlar Brothers did some work for the College of the City of New York and their bill was properly audited by the executive Committee; but under the present financial regime they had difficulty in getting their money, and had to apply to the courts asking a *warrantum* against the President of the Board of Education, the Mayor, the Comptroller and the County Auditor.

The motion which was argued by Mr. James W. Gerard for the relators, and by Mr. E. Delafield Smith for the respondents, turned mainly on the question whether the college was an independent corporation, having the right to dispose of its own moneys for its own purposes, or whether, the Finance Department was to impose the same rules on it that has been imposed on all the City Departments, subject to an examination and review by the Finance Department of the propriety of each act looking to the expenditure of money.

Chief Justice Davis, in the following opinion maintains broadly the independence of the College:

IN SUPREME COURT, SPECIAL TERM CHAMBERS.

Motion for mandamus.

J. W. Gerard for the relators  
E. Delafield Smith for respondents.

Lewis J. Davis, Jr.

The motion for mandamus should be granted.

By the act of March 30, 1866, entitled

"An act to erect the Free Academy of the city of New York into a college,"

the College of the city of New York became a duly created corporation, with all the powers and privileges of a college under and pursuant to the revised statutes of this State.

The members of the Board of Education are made *ex officio* the trustees of said College and are clothed with the powers conferred on them and are subject to the duties required of the trustees of colleges by the revised statutes. The college, with all its powers and privileges, exists unaffected by the subsequent legislation touching the city government.

By the act of April 17, 1866, as amended by the act of May 1, 1872, the trustees of the college are annually required to report to the Board of Supervisors of the county of New York such sum not exceeding one hundred and fifty thousand dollars as they may require for the purposes specified in said acts, and the Board are authorized and directed to collect such sum of money by tax, to be in addition to the sum required for the purposes of common schools in the city of New York. In April, 1873, on the report of the trustees, the Board of Supervisors ordered \$150,000 to be raised for the College for the purposes specified in said several acts, which amount was collected and deposited in the city treasury.

The relators rendered the services in repairing to the college buildings, and furnished the articles for the College, as set forth in their bills, between the 1st of January and the 1st of September, 1873, and no point is made but that the bills have been duly audited and approved by the Executive Committee of the Trustees of the College.

The Executive Committee is authorized to be created by the sixth section of the Act of Mar. 27th, 1847, authorizing the creation of the Free Academy, the provisions of which are continuing.

There can be, it seems to me, no doubt that the sum thus raised for the uses and purposes of the College, is neither "city" nor "county" moneys, but a distinct and independent fund devoted to the support and maintenance of that institution, which cannot rightfully be diverted to any other use.

The Act of 1847 (sec. 4) provides that all moneys required to be raised by virtue of that act, on being raised should be "deposited for the safe keeping thereof in such place in the said city as may be designated by the Common Council, to the credit of the said Board of Education," and should be drawn out only by draft of the President of said board, countersigned by the clerk and payable to the order of the person or persons entitled to receive such money. This provision was in itself a clear declaration of the intent to devote the moneys named to the special and limited uses of the institution then known as the Free Academy, and so far as the same is applicable to the college it is preserved by the third section of the Act of incorporation (Laws of 1866).

The specific fund provided for by law having been raised and paid into the Treasury of the City, persons whose right to payment out of that fund has been ascertained and in the manner pointed out by law are entitled to enforce such right by the writ of mandamus, because there is no other appropriate remedy to reach the particular fund. The city or county cannot be sued by the relators. All that the law enjoined upon them has been done by appropriating, raising and collecting the sum required; and no writ, if maintainable against the City or the College, would go any further than to establish the right and justice of the claim itself as a general indebtedness, without affecting the question of the fund out of which the judgment should be paid. But in this case there is no need of a writ against the relators.

The debt is not only not disputed, but it has been ascertained and audited by the corporation, acting by its proper committee, so that it has become clearly payable out of the moneys raised and set apart to meet such demands.

The People ex. rel. Fiedler vs. Mead, 24 N. Y., 114, seems to be strongly in point.

The only difficulty in the case is in determining to whom the mandamus should be directed, where the fund is in deposit in the city Treasury. The amended charter of 1873 embarrasses this question by its general provisions that the Chamberlain shall pay all warrants drawn on the treasury by the Mayor, and no moneys shall be paid out of the Treasury except on the warrant of the Comptroller or countersigned by the Mayor, except upon vouchers for the expenditure of the amount named therein, examined and allowed by the Auditor, approved by the Comptroller

and filed in the Department of Finance, except in the case of judgments, in which case a transcript thereof shall be filed, nor except such warrant shall be authorized by law or ordinance, and shall refer to the law or ordinance and to the appropriation under and from which it is drawn.

The safeguards here provided are too general in their character; that it is difficult to hold that they are not applicable to all payments of money that are to be drawn for any purpose out of the Treasury, no matter how specifically appropriated to a designated object the money may be. It is safe not to seek for any exception to the general rule.

When, therefore, the fund devoted to the College is shown to be deposited in the treasury of the city, the mode of reaching it provided by former laws must be held to be modified by these general provisions of the charter in relation to all moneys.

It is also the duty of the Court so to modify and apply the remedy that it shall be effectual to accomplish the ends of justice. In this case the relator prays for a *warrantum* directing the respondent, Neilson, President of the Board of Trustees, to draw his draft for the amount of the bills audited in favor of the trustees, and directing the respondent Earle to audit the said bills and draft, and the respondent Green, as Comptroller, to draw his warrant, etc.

The refusal of the Comptroller to draw his warrant might have been based upon the absence of proper auditing by the Auditor, and in that case would perhaps be an answer to this application, but the question presented by the counsel for the respondents invoke no formalities of procedure. They raise only the broader general questions as to the rights and powers of the college, and the right of the relators to invoke the writ of mandamus in the case.

I think, therefore, a peremptory writ should be granted against the respondent Neilson, as President, etc., and against the Auditor, and that the relators should be at liberty after the draft of the President of the Board of Trustees has been drawn and presented with the accounts, &c., and audited by the Auditor, the Comptroller, on presentation thereof, shall refuse his warrant to apply on the footing of those proceedings and proper proof of such presentation and refusal for a writ to be issued to said Comptroller.

Ordered accordingly.

### THE BROOKLYN PUBLIC SCHOOLS.

At the meeting of the Brooklyn Board of Education on Tuesday last, Superintendent Fields submitted his annual report for 1873. There were 34 grammar, 11 primary, 4 colored and 6 asylum schools, taught by nearly 1,000 teachers, under the control of the Board of Education during 1873. More than 190 classes had numbers largely excessive of the seating capacity of the rooms. More than 30 young girls have each from 120 to 180 pupils committed solely to their charge. Forty-one classes are crowded into dark and damp basements. The Superintendent thinks that most of the teachers begin the work while too young. The average age of junior teachers on appointment is less than eighteen years. On the subject of mixed classes, the Superintendent makes

the following important statement: "Experience of its evils compels me to dissent from the *mixed classes*, which has been permitted in so many of our schools.

It has got a notion somewhere that phonics are a good thing, and must therefore be introduced."

There would be some mitigation of this public-school nonsense if in the lower grades the phonics were put to their only real use, and made to help the a-b-c-darians learn to read.

But no, the a-b-c-darians not only have to learn to read, but they are compelled to learn the phonics in addition, as a separate and distinct drill from learning the alphabet.

Such amazing stupidity, such criminal waste of time and materials, would be perfectly appalling were it not so common in public schools."

The *Scientific American* asks: "Why should not a child be taught to write and draw with both hands? The very natural echo is, 'Why?' The human body can be educated to do almost anything. Men have written with their toes and done all sorts of wonderful things with their teeth, and yet since the creation of man that intelligent animal seems to have regarded the left hand as a sort of a tender to the right. In fact the left hand is the laziest member of the human body. When the right is scribbling away for bare life, the left looks on placidly, keeps down the paper with its fingers, and shows its rings. In truth the only things in which it seems to excel, except when occasionally helping its big brother in an indifferent sort of way, consist in hitting from the shoulder in a prize fight, and in using a fork to advantage. The left hand is always too pretty to do any work. Ladies show off its lines of beauty while delicately resting their lovely chins upon its fingers. Let a poor fellow have his right hand shot away, and then just see what the left can do. In a wonderfully short space of time it can button a coat, write a letter, and do things which, in its palmy days, it never dreamt of. By all means educate the left hand, and if it will not work make it. There is nothing in the world to hinder a man writing two letters at once, like Ristori in 'Queen Elizabeth,' and keeping up an animated conversation with his unruly member at the same time. The left hand was given to man to do its business of life, just as much as its twin brother in boots. At present it is a kind of a loafer, doing the gentle pressure business in love affairs, and having all the fun. We are down on left hands, and strongly recommend that they be put to school."

SUNSHINE AND SLEEP.—Sleepless persons should avoid the sun. The very worst soporific is laudanum, and the very best, sunshine. Therefore it is very plain that poor sleepers should pass as many hours as possible in the sunshine, and as few as possible in the shade. Many women are martyrs, and yet they do not know it. They shut the sunshine out of their houses and their hearts, they wear valises, they carry parasols, they do all possible to keep off the most potent influence which is intended to give them strength and beauty and cheerfulness. Is it not time to change all this, and so get color and meat in our pale cheeks, strength in our weak backs, and courage in our timid souls? The women of America are pale and delicate, but with the aid of sunlight they may be blooming and strong.—*Home and Health*.

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GEORGE H. STOUT, — Editor.

NEW YORK, APRIL 11, 1874.

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colleges, not because their work is not excellent, but because a body whose whole training, education and prejudices lie on the side of those whose interests are opposed to the extension of the Public School system do object to conferring on the Board of Regents the appointment of that State officer whose work must mainly relate to the Public Schools. Rather would we have over them an officer whose political antecedents and tenure render him of little weight either for good or evil, than a man appointed because of his decided views and weight of character, who would exercise honestly that weight against the system which, we believe, is the hope of our state and nation.

While the above was being put in type, Abraham L. Weaver, who has for several years filed with general satisfaction the position of State Superintendent, was defeated by a strict party vote, and Neil Gilmore of Saratoga, elected by the same strict party vote. It will be noticed that we agree with those who detest the making of such an important office a partisan matter, and his present action of the Legislature adds to the strength of their argument. Mr. Weaver knew his work and had acquired that most difficult of all knowledge—when wisely to do nothing. Of the new man we know little. How he got a party vote is told by an extract from the Associated Press reports printed elsewhere.

**THE CRAMMING DIFFICULTY.**

It is very pleasant to have problems which have troubled the best thinkers in the special science of education and the broader science of sociology, disposed of off-hand by such sentences as these, which we take from the *New York Times*:

"The world has concluded that it will no longer accept scholarship as a thing of value, and has plainly given its verdict for science. *Vox populi vox dei*. The public is never wrong in such conclusions." \* \* \* As a judgment against ancient languages, it is correct; but it is not a following out of the scientific conclusions regarding the capacity of the brain. \* \* \* What is wanted is a comprehensive grading of the course."

Sec. 2. The Regents of the University shall, before the first day of January next, classify by lot the members of the said board appointed by the Legislature into six classes, one of four, and eight others of three members each, who shall hold office respectively for the term of one, two, three, four, five and six years from the first Tuesday of February next, and until others shall be appointed in their places; and such members of the said board shall hereafter be appointed for the term of six years by the Governor, by and with the advice and consent of the Senate, in the manner provided by law, and all the vacancies in their number shall be filled in like manner.

Sec. 3. All acts or parts of acts repugnant to or inconsistent with this act are hereby repealed.

Sec. 4. This act shall take effect immediately.

The main argument presented in favor of the original bill, for which this is on the whole a better substitute, is that it withdraws the schools from "politics." What is meant is, that the direction of the schools should be withdrawn from that class of men who have grown up since 1837, who devote themselves to securing their own ends by false pretences and lying party cries, and given to men who will, however mistaken, seek first the public good and at worst subordinate their own gain to that object.

Take the superintendence of the greatest and highest interest of the country, the education of future citizens, from a man

who has obtained it, or may obtain it, by the low arts of the lower order of politicians, and place the selection in a body of men who, however weak, are high-toned and above such influences. If we could state the argument in favor of this more strongly we would, for it is a clear, strong, true thought. The interests of public education seem to us the first interests of the country. War, inflation, centralization, all the temporary issues of politics seem to us passing and ephemeral as compared with the permanent, forecasting matter of how shall those be trained who will, in a few years, have to correct our errors or make them irretrievable, except through such blood and suffering as this generation has seen.

Why not, then, wholly approve this bill? With some hesitation we answer, because King Log is somewhat better than King Stork. It is a regrettable fact that the Academy system is necessarily and irretrievably opposed to the Public School system. It is a most excellent substitute for the latter where circumstances forbid the full extension of the Public School, and rejoicing in any means of education, the noble work done by the academies and colleges can have no words but those of praise in these columns. Not because there are not noble men in the academies and

colleges, but because their work is not excellent, but because a body whose whole training, education and prejudices lie on the side of those whose interests are opposed to the extension of the Public School system do object to conferring on the Board of Regents the appointment of that State officer whose work must mainly relate to the Public Schools. Rather would we have over them an officer whose political antecedents and tenure render him of little weight either for good or evil, than a man appointed because of his decided views and weight of character, who would exercise honestly that weight against the system which, we believe, is the hope of our state and nation.

The Normal College is in this peculiar position. It was founded and is defended, not like the College of the City of New York, with the chief purpose of giving a higher education, but with the purpose of fitting teachers for the Public Schools. This false foundation has led to other errors. The course was originally made as short as possible, partly to save expense, more to turn out as soon as possible a class of teachers, and then to turn out very rapidly as large classes as possible for school work. Under this pressure the course was limited to three years, a time insufficient even then for the original purpose; but this is not all. Since the formation of the plan the curriculum of the school has been enlarged, requiring new studies to be followed in the Normal Schools, and what were called the "Supplementary Classes" have been suppressed and their work thrown almost entirely on the Normal School. A girl of seventeen may become a teacher if she passes the Normal School gate. Everything therefore leads to the worst form of cramming. Only three years is given the girl to swallow what her brother is given five or even six years to digest; and yet it must be acquired in some way for "examination purposes."

Our course has been too clear to allow any suspicion that we would lower the system of education, but we plead for more time for the education of the girls, and suggest modifications by which an earlier certificate might be given for some grades of teaching, and a return to college or Evening College to fit them for the full grades.

**THE COMPTROLLER AND THE BOARD OF EDUCATION.**

We print to-day a long opinion by Chief Justice Davis, whose legal ability has never been questioned, on the relations of the College of the City of New York to the Finance Department of the City. Practically the question was, and on that the *Times* writes, "whether the Comptroller and his auditor had the right—which, to some not well-defined extent, exists as to City Departments—to review and revise the action of the College of the City of New York through its proper officers, whenever that action related to the expenditure of money."

We commend a careful study of the opinion, which decides that he has not, and that his duties are as to the College merely ministerial, to verify their papers, to keep an account with them of their expenditures and see that the city does not pay more than it has appropriated. The decision is important in deciding the entire independence of the College, but the reasoning seems to us to go a little farther and to lead to some curious if not useful corollaries.

It will be remembered that when the new Board of Education was created they were not made a Department of the City and are not unless by very recent legislation, to this day. By a curious omission no moneys were appropriated for their support. As soon as this was discovered they proposed to send to Albany to have the omission corrected, but were lulled to repose by the assurance of the Comptroller that the law as it stood was "sufficient to furnish the Board of Education in future what funds may be needed for its operations," and that no further legislation was needed. Where he found that authority is doubtful, but the Board accepted the assurance. Two weeks later—four weeks from the time when the Board proposed to apply to the Legislature, and too late for any effective application—he informed them that his mode of furnishing moneys to the Board would be the payment of their bills on his own audit and approval. The Board, bound hand and foot, could do nothing but acquiesce, and since then more than once in their discussions has heard the disgraceful argument, "you may direct this to be done, but the Comptroller will not pay the bills when they come in."

Now, reading over this opinion it seems to us that the arguments which declare the College independent lead directly to the conclusion that the dependence of the Board of Education on the Comptroller is unnecessary, and as it is galling it also

slavish. If the Comptroller has the right to pay any moneys for education he is bound to pay it as the law directs to the Board of Education, and the section on which he relies to hold his power over them is the very section which Judge Davis holds, does not apply in the sense he interprets it to the College. It is hard to see why if he is a mere registering officer of the expenses of the College, he is not equally a mere registering officer of the expenses of the Board of Education.

Through the error of a printer we made a mistake which calls for a double apology. He made an extract from the *Mail* our leading editorial, and we apologize to the *Mail* for not crediting it. It does not express our sentiments, however ably it expresses the other side, and we apologize to our readers, who must have got confused by it as to our standing.

We believe in giving both sides of the question when well put, and especially in putting the strong arguments of our opponents before our readers, that their strength or weakness may be seen. We therefore print in another column the opinion of Mayor Havemeyer, and an editorial from the *N. Y. Journal of Commerce*, which seem to us to contain all that can be said for confining Public School teaching to the "3 R's."

**BRYANT'S CELESTIAL INDICATOR.**

This is a new apparatus for facilitating the study of Astronomy. It is intended to illustrate clearly to children and to adults the various phenomena of the heavens, and to teach them the nature of the sun, moon, stars, and the changes of the seasons, the earth's axial motion, the precession of the equinoxes; nutation; tides; eclipses, both solar and lunar; the apparent motion of the stars; the right ascension of stars; the difference between the sidereal and tropical years; the retrograde of the signs of the zodiac; the revolution of the moon's nodes.

The apparatus is a short Treatise on Astronomy, descriptive of the same, and illustrating how to use the instrument. An hour's time will enable the student to become familiar with the instrument, and to gain a knowledge of more information by illustration, with the INDICATOR, than is usually gained by pupils during their entire course.

We wish to call the attention of parents that there is no instrument so well adapted for facilitating the study of the sciences as the INDICATOR, than is usually gained by pupils during their entire course.

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## Local College and School News.

**NEW YORK COLLEGE NOTES.** — The Phenomenal Society lately elected the following officers: President, Mr. Sweezy, '74; Vice-President, Mr. Richard, '74; Recording Secretary, C. I. Henry, '76; Corresponding Secretary, Mr. Kenyon, '76; Treasurer, Mr. Olcott, '76; Librarian, Mr. Spencer, '76; Editor, Mr. Crawford, '75; Teller, Mr. Pond, '77, and Cabinet, Mr. Williams and Mr. Eastman, both of '74.

The anniversary of the above Society is set for May 8, 1874, in the Academy of Music, and the Committee of Arrangements —Mr. Fisher, '75, chairman, and Messrs. Spencer and Messiter, of '75, Kenyon and J. A. Smith—is actively at work. The speakers elected were: Messrs. Sweezy, Williams, Underwood and Eastman, '74; Spencer, Messiter, Larimore, Crawford and Luscomb, '75; Kenyon, '76, and an alumnus not yet determined.

The meeting of the Phenomenal and Clonian Societies, of which the programme has already been given, will take place in the Chapel, on Friday, April 10.

A joint meeting of the Clonian Society with the Euclidean of the N. Y. University will be held on the evening of April 17, in the College Chapel.

The amateur paper epidemic still rages. The latest development is the *Mosquito*, a Freshman organ, G. H. M.

**NEW YORK UNIVERSITY.** — The University of the city of New York held its junior exhibition, on Thursday evening, in the Academy of Music. There was a very full attendance, and as many bouquets, floral wreaths, etc., were in requisition as if some score of prima donnas were about to make their *debut*. Chancellor Howard Crosby presided, and several of the Faculty of the University occupied seats on the platform. The exercises consisted, so far as the collegiate portion was concerned, entirely of orations, interspersed with musical selections, designed, doubtless, to relieve the tedium of too much eloquence. Beyond the quite laudable object of catching the applause of the audience, there was present, to the competing students, the ultimate motive of gaining the Webster prize, which was to be presented to the best orator of the occasion. Rev. Dr. Osgood and Mr. Edward F. Davis, Consul General of the Argentine Republic, acted as judges in this important matter.

It may as well be stated here that the want of order in the passage outside the auditorium interfered sadly with the oratorial efforts of the young students, about one-half the matter of their discourse being lost in most instances to the audience. This is, however, due rather to the general body of students of the University than to the visiting public. There were in all ten orations. Mr. William D. Edwards, of Jersey City, first essayed to gain the favor of the audience and the calm approval of the judges with a very vigorous oration on "Chivalry and Puritanism," in which he was altogether on the side of the latter; but when he had concluded he was so encumbered with floral tributes that one might be pardoned for supposing that the stern virtues of Puritanism were for the time in abeyance, and that we were back again into the full blazonry of that chivalry which he described, with its Queens of Love and Beauty and its fair deeds and gentle courtesies. Mr. Edwards, however, won his spurs gallantly enough, and his position in the general favor was not way disturbed by Mr. William H. Russell, Jr., of Brooklyn, who followed with an oration on "Heroism" or Mr. Joseph S. Auerbach, of this city, who tilted hard against Louis XVI., or by George S. Hendrickson, of Plainfield, N. J., who was quite Prussian in discussing the Franco-Prussian war. Mr. Isaac F. Russell, Brooklyn, bade fair to illustrate the trite axiom that nothing so succeeds as success. "Success" was the title of his theme, and his delivery was characterized by earnestness of style and by good action. He was, so far, the only one of the young orators who caught the applause of the audience in the pauses of his declamation. "The Crownless Monarch," a eulogy of Oliver Cromwell, by Mr. Wheelock R. Parry, of Jersey City, and a discourse on "The Centennial," by Mr. Frank Russak, of New York, passed with out attracting special notice, but Mr. Joel Parker Crittenden, of Newark, N. J., threw some dash into the proceedings by a vigorous oration on "Criticism." This young gentleman drew the lines between false and true criticism, was pretty hard on critics generally, but had the grace to admit that the overthrow of fraud and corruption in the Municipal Government of this city by the vigorous and able commentary of one of the leading public journals indicated the existence of some genuine and useful criticism. His oration, however, did not convince the Judges that they were themselves incompetent critics, and so they discharged their functions by not awarding the prize to this young gentleman. The orator of "Success" seemed still to stand best for the prize, and the ninth discourse, by Mr. Richard G. Wiener, of New York, representative of the Euclidean Society, did not occasion any detriment to his chance. But the concluding address or oration, by Mr. John C. Tomlinson, of New York, representative of the Philanthropic Society, turned the tide. He discussed concerning the gallantry of "The City," and his clear, distinct tones and excellent declamatory oration brought the public and the Judges alike with him. The Chancellor accordingly presented him with the prize (a handsome volume), expressing at the same time a hope his fine talents and eloquent tongue

would be always exercised in the cause of truth. The Benediction, which was then pronounced, terminated the proceedings.

**THE PRIMARY PRINCIPALS.** — The following questions are to be discussed at the next meeting of the Primary Principals' Association, at Grammar School No. 40, April 20, at 4 P. M.

## SPELLING.

What is the principal use of teaching spelling?

What method will secure the end sought? Should more attention be given to spelling than to reading?

Of what use is Phonetics in teaching spelling?

Of what use is a spelling-book?

Does oral repetition aid the pupil in learning to spell?

Should oral repetition be employed as the principal means for teaching spelling?

**VI. Grade.** — "Familiar Words." Should the selection of these be left with the young teacher?

Should the conversation be chiefly limited to that which the children already know about these words?

**V. Grade.** — "Words from the reading lesson; also other familiar words."

**What plan is best for teaching these words?** — Always to study from the reader? Always to study from the black-board? or both of these combined?

Should printing words on slates by the pupils be used for teaching spelling?

**How shall we secure a clear pronunciation of the word?** — A clear utterance of each letter? A pause between the syllables? the second pronunciation of the word?

What is the object of syllabification? How secure correct syllabification?

**III. Grade.** — "Also writing short words from dictation!" What expeditious methods for correcting this exercise?

The officers of the Association are: C. C. Wray, President; A. N. Beale, Vice-President; K. P. Brown, Treasurer; S. A. Jarvis, Secretary; J. A. Bell, Corresponding Secretary; S. F. Buckle, Chairman Executive Committee.

**NEW SCHOOL HOUSE.** — Proposals for erecting a new school house on the south side of 128th street, between Sixth and Seventh avenues, will be received at the Board of Education until April 14th.

**A BUSINESS** firm in this city, to which a bill had been owing for some time, finally sent a sharp dunning note to the debtor, and received in reply a postal card containing the following: "Matthew, 18:26." To this they responded: "Romans, 13:8; St. Luke, 18:6." The result was the prompt return of a check in payment of the amount. —*Newark Advertiser.*

## GENERAL INFORMATION.

—Use Uncle Sam's Cough Cure, twenty cents a bottle, for coughs, colds or any throat trouble.

—Good second-hand and misfit carpets a specialty at 113 Fulton street, corner of Dutch. Entrance in Dutch street. All sizes, good patterns. Call and save money.

—Rupture can be cured without suffering. Elastic Trusses are superseding all others. Before buying metal trusses or supporters, call or send for a descriptive circular to the ELASTIC TRUSS COMPANY, 683 Broadway, New York.

—The Jockey Club Elixir is without doubt the finest preparation yet offered to the public for the Teeth. It destroys all disagreeable odors arising from decayed or ulcerated teeth and imparts fragrance to the breath. Prepared by W. J. Stewart, Dentist, 390 W. Thirtieth street, and for sale by Druggists. Price, 50 cents. Miller Bros., 113 Maiden Lane, N. Y.

—The most beautiful collection of choice flowers may be seen and had at Haft Bros., 795 Broadway. Haft Bros. furnished nearly all the flowers for the churches last Sunday. Who does not like flowers? and cannot enjoy the sweet perfumes of the lily of the valley, and rose or pink? Go to Haft Bros. and be happy.

—Bryant's Opera House has an unusually attractive programme this week, and with it the reappearance of Mr. Daniel Bryant, who has just returned from his Southern tour. The genial Mr. Simpson, the treasurer, still commands his long popularity, and few of our amusement seekers are not familiar with his face. Eugene and Unsworth are still at their old tricks. "Trovatore" burlesque is in active preparation.

—"LA FILLE DE MADAME ANGOT" has just been published by Boosey & Co., 96 East Fourteenth street. This publication contains the opera throughout, with French and English words. Mr. Boosey has also on his list of new music "La Fille de Madame Angot," arranged for the piano only, and some excellent selections from the same, comprising the waltz, lancers, quadrille, galop, polka, "Conspirators' Chorus," and many others, which are tallied for 60 cents each; piano arrangement, \$1, and the opera complete for \$3.50. Boosey's is one of the best places in the city to get cheap and good music.

—The invention of the scroll saw has enabled the mechanic not only to turn out many times more work in the same time than with hand-saws and carving instruments; but the work is done more neatly, with greater scope for the exercise of taste and ingenuity in the production of ornamental work. Brackets and scroll work for similar articles inlaid wood, and the most intricate geometric mosaic may now be done by an unskilled hand or the juvenile amateur. The Improved Fleetwood Scroll Saw is an improvement by which work of this character may be done by a boy as well as by a practical mechanic, and it is one of the most acceptable presents that could be made to an ingenious youth. Trump Brothers, of Wilmington, Delaware, are the manufacturers. See their advertisement, on last page.

**THE PARAGON GOLD QUILL PEN.** — The *Scientific American* of the 17th ult. has an article highly commanding this great invention of Mr. C. W. Fisher. It is indeed a great boon to those who have much writing to do, and especially to those who still use the quill pen on account of its superior flexibility, its lightness and its freedom from weariness to the hand. Very many improvements have been made in metal pens, but none, we think, can be used with the same ease as the quill. Mr. Fisher, after many years of experience and careful experiment, has perfected a process of tempering the gold used in the manufacture, and has obtained for his pens the best qualities of the quill pens, without their defects. In this we fully believe he has succeeded; and he guarantees to suit any hand, whatever may be its peculiarities. Mr. Fisher's address is at 102 Fulton street.

—We earnestly commend our readers and purchasers generally to test the exact merits of the Patent Agraffe Pianos made by the practically experienced and honest house of Sohmer & Co., whose establishment stands at the corner of Third avenue and Fourteenth street, a few doors east of the Academy of Music. The Pianos of this establishment have been before the public for a number of years, and have always given great satisfaction by their undeniable excellence of materials extraordinary strength, elegance of finish, faithfulness of workmanship, pliant and elastic touch, and, more than all, by their volume, variety, mellow sweetness, brilliancy and permanency of tone. It is in fact one of the most modest and most meritorious piano-forte establishments in New York city. The Sohmer & Co. instruments have repeatedly taken the highest premiums; and several of the best musicians in New York having used them for years, uniformly eulogize their merits. Some of these merits are exclusively their own, having originated in this house. The Sohmer Pianos have gained their high reputation all over the country through their merits alone. No glaring advertisements or bought testimonias were employed to give that reputation. The secret lies in the fact that Messrs. Sohmer & Co. have offered the best work that could be produced at the most reasonable prices.

**BLEEDING FROM LUNGS, CATARRH, BRONCHITIS, CONSUMPTION — A WONDERFUL CURE.** — ROCHESTER, N. Y. — R. V. FRENCE, M. D., Buffalo, N. Y.: Dear Sir — I had suffered from catarrh in an aggravated form for about twelve years and for several years from bronchial trouble. Tried many doctors and things with no lasting benefit. In May, '72, becoming nearly worn out with excessive editorial labors on a paper in New York city, I was attacked with bronchitis in a severe form, suffering almost a total loss of voice. I returned home here, but had been home only two weeks when I was completely prostrated with hemorrhage from the lungs, having four severe bleeding spells within two weeks, and first three inside of nine days. In the September following, I improved sufficiently to be able to be about, though in a very feeble state. My bronchial trouble remained and the catarrh was definitely worse than before. Every effort for relief seemed fruitless. I seemed to be losing ground daily. I continued in this feeble state, raising blood almost daily until about the first of March, '73, when I became so bad as to be entirely confined to the house. A friend suggested your remedies. But I was extremely skeptical that they would do me good, as I had lost all heart in remedies, and began to look upon medicine and doctors with disgust. However, I obtained one of your circulars, and read it carefully, from which I came to the conclusion that you understood your business at least. I finally obtained a quantity of Dr. Sage's Catarrh Remedy, your Golden Medical Discovery and Pellets, and commenced their vigorous use according to directions. To my surprise, I soon began to improve. The Discovery and Pellets, in a short time, brought out a severe eruption, which continued for several weeks. I felt much better, my appetite improved, and I gained in strength and flesh. In three months every vestige of the catarrh was gone, had no cough whatever and I had entirely ceased to raise blood; and, contrary to the expectation of some of my friends, the cure has remained permanent. I have had no more hemorrhages from the lungs, and am entirely free from catarrh, from which I had suffered so much and so long. The debt of gratitude I owe for the blessing I have received at your hands knows no bounds. I am thoroughly satisfied, from my experience, that your medicines will master the worst forms of that odious disease, catarrh, as well as throat and lung diseases. I have recommended them to many and shall ever speak in their praise.

—Gratefully yours,  
WM. H. SPENCER.  
P. O. Box 307, Rochester, N. Y., Jan. 13, '74.

## Key-Notes to Progress

## IN PENMANSHIP.

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